



Sample assessment task

Year level	6
Learning area	Languages
Subject	Indonesian: Second Language
Title of task	<i>Blog Indonesia Hebat!</i> (Indonesian blog <i>Hebat!</i>)

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to free time. They also demonstrate their skills in writing in Indonesian a response to a blog posting, asking about free time for young people in Australia.
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to write using expressive language to exchange information about aspects of their personal worlds, including free time.
Assessment strategy	Extended response – write a blog posting
Evidence to be collected	Blog posting
Suggested time	30 minutes

Content description

Content from the Western Australian Curriculum	<p>Communicating</p> <p>Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time</p> <p>Experiment with bilingual dictionaries and/or online translators, considering relative advantages or limitations of each resource</p> <p>Understanding</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using adjectives to describe people, activities and things, for example, <i>Saya suka membaca buku misteri karena menarik; Sepupu saya pandai dan cantik; Rendang itu pedas dan enak</i> • describing frequency using adverbs, for example, <i>selalu, sering, kadang-kadang</i> • creating cohesion using conjunctions, for example, <i>lalu, sebelum, sesudah</i> • referring to relationships between people and things using prepositions, for example, <i>untuk, kepada, Kami membeli sepatu baru untuk bermain sepak bola</i> • expressing reactions with exclamations, for example, <i>Kasihannya!; Hebat!; Asyik!</i> • comparing and evaluating using comparatives and superlatives, for example, <i>Saya lebih suka berselancar daripada menonton televisi; Bola basket adalah olahraga yang paling populer di kelas saya</i> • extending subject-focus construction by adding preposition or adverb to subject-verb-object word order, for example, <i>Saya menonton film di bioskop; Pada hari Minggu saya berselancar dengan bapak di pantai</i> • describing actions using <i>ber-</i> and <i>me-</i> verbs related to free time activities, for example, <i>berselancar, berbicara, menonton, melihat</i>
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Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • a variety of texts related to free time • context-related vocabulary • grammatical items, including: comparing and evaluating using comparatives and superlatives; subject-focused sentence structure; expressing reactions with exclamations • the textual conventions of a blog posting.
Assessment differentiation	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment task.</p>
Assessment task	
Assessment conditions	Task is to be completed by students working individually.
Resources	<p>Task sheet</p> <p>Indonesian/English – English/Indonesian dictionary</p>

Instructions for teacher

Prior to administering the task, students will need to be:

- taught context-related vocabulary, for example:
 - sports and activities *sepak bola, berenang, menonton film*
 - places where these activities take place, for example, *lapangan, kolam renang, bioskop*
 - common activity verbs
- taught how to apply grammatical elements in written texts, including:
 - describing frequency, comparing and evaluating using comparatives and superlatives, *lebih ... daripada, paling*
 - subject-focused sentence structure
 - related prepositions or adverbs to subject-verb-object word order, for example, *di mal/di pantai*
- taught the textual conventions of a blog posting, and be provided with opportunities to practise them.

Task

Students follow *Remaja Hebat*, an Indonesian blog about the way of life for young Indonesians.

The latest post has asked for responses to the question *Bagaimana hidup di Australia?*

Students write a post in response and include the following:

- sports that are commonly played in Australia, including which one(s) they prefer
- other common activities that young people like to do
- common places to 'hang out' for young people in Australia.

Advise students that they should aim to write 50–80 words in Indonesian, following the conventions of a blog posting.

Advise students that they have 30 minutes to write their response.

Sample marking key

Blog Indonesia Hebat!

Description	Marks
Content	
Writes a posting that includes information on: sports that are commonly played in Australia: including which they prefer, other common activities that young people like to do and common places to 'hang out' for young people in Australia.	5
Writes a posting including most of the required information. Most supporting details are included.	4
Writes a posting including some of the required information. Some supporting details are included.	3
Writes a posting including some of the required information. Few details are included.	2
Makes a limited attempt at writing simple statements for a posting.	1
Subtotal	5
Description	Marks
Vocabulary	
Uses an appropriate range of relevant vocabulary.	3
Uses some variety of vocabulary that is generally relevant.	2
Limited use of relevant vocabulary. Poor spelling makes meaning unclear.	1
Subtotal	3
Description	Marks
Grammatical concepts	
Writes with simple and compound sentences, and applies grammatical elements mostly accurately. Uses prepositions, adverbs, comparatives and superlatives mostly successfully.	3
Writes with simple sentences, making an occasional attempt at compound sentences. Applies grammatical elements with some accuracy. Use of prepositions, adverbs, comparatives and superlatives are sometimes unsuccessful. Intended meaning is clear.	2
Limited use of simple sentences and application of grammatical elements. Frequent errors making meaning unclear.	1
Subtotal	3
Description	Marks
Text type and sequencing	
Writes a posting, with a title, concise information related to the question, using appropriate register for young people. Sequences information cohesively and coherently.	4
Uses most of the conventions of a posting. Generally uses appropriate register. Sequences information to some extent.	3
Uses some of the conventions of the text type. Shows some consideration of the audience. Attempts to sequence information.	2
Limited use of the conventions of the text type. Shows little consideration of the audience. Limited organisation impedes the flow and meaning.	1
Subtotal	4
Total	15